



MEAP Test Administrator Manual

Spring 2005



Spring 2005 MEAP Test Administration

Important Dates

	Cycle 1	Cycle 2	Cycle 3
Materials Due in Districts	March 7, 2005	March 14, 2005	March 21, 2005
Testing Dates* *(unless you have been granted an extension in writing or through e-mail)	March 21 – April 1, 2005	March 28 – April 8, 2005	April 4 – April 15, 2005
Deadline for Return of all Test Materials	April 8, 2005	April 15, 2005	April 22, 2005
Tested Roster (tentative)	April 26, 2005	May 3, 2005	May 10, 2005
Results due back in Districts	June 2005	June 2005	June 2005

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Spring 2005 Michigan Educational Assessment Program (MEAP)

The purpose of this MEAP Test Administrator Manual is to provide information specific to the administration of the Spring 2005 MEAP assessments. Each test administrator should be provided a test administrator manual. A supply was shipped with test materials. Additional copies are available on the MEAP Web site at www.michigan.gov/meap or by requesting copies using the Additional Materials Request Form on page 11.

A separate MEAP Coordinator Handbook is available on the MEAP Web site at www.michigan.gov/meap. This manual is a comprehensive guide for district MEAP coordinators.

ITEMS OF SPECIAL INTEREST

Field Testing

In the past, the MEAP has used field testing in a limited number of schools to assist in trying out new test items for future assessments. Because the MEAP plans to release all items relating to the core Grade Level Content Expectations (GLCEs) each year, it is necessary to significantly increase the field testing of new test items. The standard MEAP tests, addressed in this manual, will consist of operational and field test items. The field test items will be scored, but will not be used for determining student scores or for reporting. Students will not be able to distinguish the field test items, since they will be mixed in with the operational items.

Accommodated Versions of the MEAP Tests

During Spring 2005 MEAP testing, the mathematics, science and social studies tests will each have 15 different test forms with field test items. All accommodated versions of these tests (Braille, larger-print, and audio) will be reproduced from a form 1 test booklet. Each student taking an accommodated version of a test must also have a printed form 1 test booklet to use while testing, unless there is a total loss of vision. Accommodated versions of the tests will be shipped with a form 1 test booklet.

It is the policy of the U.S. Department of Education that if a student uses a nonstandard assessment accommodation, the student's score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates.

It is suggested that districts check to see how many Individualized Education Plans (IEPs) indicate that a student is to use a nonstandard assessment accommodation and review its use. The consequence of not counting as being assessed was not one that IEP Teams had to consider previously when the decision was made. Previously, the student counted as assessed, but the score would count as not proficient when calculating Adequate Yearly Progress (AYP).

A school cannot make AYP if it does not have at a minimum a 95% participation rate for the entire school and each subgroup.

New Student Registration Forms

Schools are strongly encouraged to register new students through the MEAP secure Web site (www.michigan.gov/meap-secure) to produce a label to affix to each completed answer folder.

In the event labels or pre-ID answer folders are not possible, complete and accurate information on the New Student Registration Form (NSRF) is critical. Please carefully review directions for NSRF completion beginning on page 22.

Additional Sheets

Students are provided ample space within all answer folders for extended written responses. **No additional sheets may be used with any of the MEAP tests.**

English Language Arts Assessment

The integrated English language arts (ELA) assessment includes writing, reading, and listening. Districts have the option of administering the listening portion. Those districts that chose to administer the listening test ordered appropriate materials earlier in the school year.

Students taking the English language arts test **must take the test in the order presented in this manual**. The MEAP Office recommends that each part of this test be administered in a separate test session. Parts 2A, 2B, and 2C should be administered in one session or as closely together as possible.

Mathematics Assessment

Calculators, including graphing calculators, are permitted, though not required, on all parts of all MEAP mathematics tests. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. Students may not share calculators.

Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

It is important that students are made aware of the calculator rules prior to testing. Doing so will allow them to bring an acceptable calculator if they so desire.

New Assessment and Accountability Practices

On November 9, 2004, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document establishes the “ground rules” for how each assessment is to be administered and is available at the OEAA Web site (www.michigan.gov/oeaa). More information is available on page 18 of this manual. In addition, it is recommended that the document be downloaded from the Web site and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

Packaging and Return of Materials

Testing materials come shrink-wrapped in numbered sets. Answer folders with preprinted student bar codes are sorted according to school option, either alphabetically by course ID (class/group) or alphabetically by subject as determined during the pre-ID process. Additional blank answer folders and testing materials are included for new students.

Districts are encouraged to complete and return testing materials as early as possible during the testing window. The contractor can then begin to scan and score student responses immediately. Please complete make-up testing during the testing window. **MEAP test booklets and student answer folders are secure documents and may no longer be copied or retained in schools. They must be kept in locked storage both before and after testing.**

All testing materials (including Braille, larger-print, and audio versions) should be returned in **one shipment**. The deadline for returning all testing materials for each test cycle is indicated on the inside front cover.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and test administrators should read this manual in its entirety before testing begins. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessments or accommodations, and information about the English Language Learner (ELL) program
Phone: 1-877-560-TEST (8378)
Fax: 517-335-1186
Web site: www.michigan.gov/meap
E-mail: MEAP@michigan.gov
- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning testing materials
Phone: 877-683-6883
Fax: 919-425-7733
E-mail: michigan@measinc.com
- **Michigan Merit Award Program**—for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records
Phone: 888-4GRANTS (888-447-2687)
Fax: 517-241-4638
Web site: www.michigan.gov/meritaward

MEAP Test Administration

Valid and reliable MEAP testing requires that tests are first constructed in alignment with State curriculum and then scored according to sound measurement principles. Sound testing practices require that schools administer all tests in a consistent manner across the state so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

The schools play a key role in administering the MEAP tests in a manner consistent with established procedures, monitoring the fair administration of the test and working with the MEAP Office to address deviations from established test administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP testing. Please review the testing procedures in this manual, follow the established test administration procedures carefully, and notify the MEAP Office if a problem arises.

Test Administrators and Proctors

The MEAP tests were designed to be administered, when possible, by the students' own teachers for the subject area being tested. Depending on the number of students in each room, proctors may also be assigned to assist the test administrator. Test administrators and proctors are responsible for

- reading and becoming familiar with MEAP test administration procedures for the specific test cycle (i.e., fall, winter, or spring) prior to testing.
- reading directions *exactly as they appear* in this manual to students, and answering questions about test directions.
- verifying that no unauthorized materials or equipment is being used during testing.
- moving throughout the testing room and ensuring that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer folders.
- reporting instances of deviations in test administration or irregular student behavior to the building MEAP coordinator for early and fair resolution of any concerns.
- reviewing student information on answer folders and the New Student Registration Form (if used) for accuracy.

It is very important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors *may not give help of any kind* to students during the tests. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions.

MEAP Test Schedule

The Spring 2005 MEAP Test is divided into three test cycles. The dates for each test cycle are indicated on the inside front cover. The test cycle for each school district was chosen prior to the shipment of test materials. Materials will be shipped to school districts approximately two weeks before the first day of testing for the test cycle chosen by the school district.

All Spring MEAP tests are *untimed* and student-paced. Arrangements *must* be made to allow additional time during the same continuous session for students who require more time to complete these tests.

The following are **approximate** times needed for each test session.

HST in English Language Arts

Part 1: Writing

Session 1: Writing from Knowledge and Experience 80 minutes (approximately)
Polished response to a given theme

Session 2: Reporting and Reflecting 35–45 minutes (approximately)
(No portfolio pieces required)

Part 2: Reading (2A, 2B, and 2C)..... 80 minutes (approximately)

Part 3: Listening for Understanding (Optional)..... 25 minutes (approximately)

HST in Mathematics

Part 1 50–60 minutes (approximately)

Part 2 50–60 minutes (approximately)

HST in Science..... 90–105 minutes (approximately)

HST in Social Studies

Part 1 45–55 minutes (approximately)

Part 2 45–55 minutes (approximately)

Approximately 10 minutes should be scheduled prior to each test session for completion of the New Student Registration Forms for any students who do not have a preprinted label or answer folder. Once completed, the New Student Registration Form must be placed inside the corresponding answer folder.

All testing must be completed during the testing cycle and all materials must be returned by the appropriate deadline. (*See inside front cover.*)

Test booklets (including Braille, larger-print, and audio versions) are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. All materials must be returned after testing. **MEAP test booklets and student answer folders are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after testing. No person, other than students to be tested, shall be allowed to review or take the test.**

Students to Be Tested

Michigan has made the commitment that all students must be tested as required by federal and state policy. The MEAP tests provide an opportunity to assess the largest number of students in elementary, middle and high school. According to federal law, the Individualized Education Plan (IEP) specifies whether or not the student participates in each of the MEAP assessments or in an alternate assessment. The MEAP testing window allows adequate time for schools to administer tests and to provide opportunities for make-up testing. Some students may require appropriate and reasonable accommodations where such accommodations are necessary to measure achievement relative to state standards.

Every grade 11 student, as defined by the local school district based on academic standing, who has not taken the HST and who wants to earn endorsements or to qualify for the Michigan Merit Award, must be given an opportunity to test. The only other students who may take the HST for the first time in Spring 2005 include:

- Grade 10 students who have provided a letter from a parent or guardian to the school indicating their intention to dual enroll in the winter of their junior year will want to test now in order to meet dual enrollment eligibility deadlines.
- Every student who is graduating in the current school year (including those in grade 12, alternative education, and adult education) who has not yet taken the HST needs an opportunity to test.

Any student who has previously taken the high school tests should be given the opportunity to retest in order to qualify for an endorsement or a Michigan Merit Award, to receive a higher level, or to receive a higher scaled score.

Participation of Foreign Exchange Students

It is the policy of the Michigan State Board of Education that all students participate in required state level assessments. Foreign exchange students will be included in the calculation of the participation rate for Adequate Yearly Progress (AYP) if the district includes them in the state school aid membership count in a grade level where state assessments are administered (for example in grade 11).

Some foreign exchange students may be classified as English Language Learners (ELL). This classification requires that an English Language Proficiency assessment be administered to the student. If the student is determined to be an English Language Learner, and it is the first school year that the student is enrolled in school in this country, the student may be excused from the English language arts assessment. The English Language Proficiency assessment will be substituted for the English language arts assessment when calculating the 95% participation rate for AYP.

The U.S. Department of Education requires that ELL students take the mathematics assessment. The mathematics score may be excluded from the AYP proficiency calculation because the student had been enrolled in the school for less than a full academic year prior to testing.

Participation rates are not calculated for the science or social studies assessments. There is no requirement that foreign exchange students participate in these assessments.

MEAP and MI-Access Assessments for Ungraded Students

Michigan State Board of Education policy, the No Child Left Behind Act, and the Individuals with Disabilities Education Act require that state level assessments be administered to ALL students in required content areas. District policy determines grade assignments for students. However, when the district identifies a student as ungraded in the Single Student Record Database (such as some programs for students with disabilities and alternative education programs), the state will assign students to a specific grade based on the following table.

Student Age* in Ungraded Programs	Grade Assignment	Required Content Areas to be Assessed in Academic Year 2004–2005 (MEAP and MI-Access)	Required Content Areas to be Assessed in Academic year 2005–2006 (MEAP and MI-Access)
9	3rd		-English Language Arts -Mathematics
10	4th	-English Language Arts -Mathematics	-English Language Arts -Mathematics
11	5th	-Science**, -Social Studies**	-English Language Arts -Mathematics -Science**
12	6th		-English Language Arts -Mathematics -Social Studies**
13	7th	-English Language Arts	-English Language Arts -Mathematics
14	8th	-Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science**
15	9th		-Social Studies**
16	10th		
17	11th	-English Language Arts -Mathematics -Science** -Social Studies**	-English Language Arts -Mathematics -Science** -Social Studies**
18	12th		

* Students must be these ages on or before December 1 of the school year in which the assessment is administered.

** For students with an IEP requiring an alternate assessment, the IEP Team will determine how the student is assessed in these content areas until the state develops MI-Access assessments in these content areas.

Test Administration Materials

Receipt of Materials

Spring 2005 MEAP testing materials will be delivered approximately two weeks before the testing cycle begins. Shipments will include the following:

- **MEAP Test Administrator Manuals**—One manual is supplied for each MEAP coordinator and each test administrator. This manual and the MEAP Coordinator Handbook is available online at www.michigan.gov/meap. The MEAP Coordinator Handbook is a comprehensive guide that covers the responsibilities of the district MEAP coordinator and also contains specific instructions regarding online registration.
- **Test Booklets**—There is a separate test booklet for each subject. One test booklet per student is supplied for each subject. Test booklets are secure materials that must be carefully monitored and kept in *locked* storage while in schools. **All test booklets (including Braille, larger-print, and audio versions) must be returned to MEAP Scoring Services. No copies shall be made of any test booklet or portion thereof. No person, other than students to be tested, shall be allowed to review or take the test.**
- **Answer Folders**—There is a separate answer folder for English language arts (ELA), mathematics, science, and social studies. For spring testing, answer folders will be preprinted. Schools may register new students online and produce a preprinted label or use the New Student Registration Form (see page 22). **Student answer folders may not be copied. Answers shall not be transcribed or recorded on any other document.**
- **New Student Registration Forms**—These forms should be used as directed by the district MEAP coordinator for those students without a preprinted label or answer folder.
- **Mathematics Overlay**—One is supplied for each student taking the mathematics test.

Immediately upon arrival of test materials, district or building MEAP coordinators should verify that sufficient quantities have been received. Any shortages of MEAP testing materials should be reported to the district MEAP coordinator as soon as possible. The district MEAP coordinator is responsible for submitting the Additional Materials Request Form, on the following page, to the MEAP contractor. Test administrators should not open sealed test booklet packages until the first day of testing for a subject.

MEAP Additional Materials Request Form – Spring 2005

District MEAP coordinators should indicate the quantity needed of each item, complete the information at the bottom, and fax this form to MEAP Scoring Services (toll-free) at **866-688-0419**.

Miscellaneous

_____ MEAP Test Administrator Manual
 _____ New Student Registration Form
 _____ Return of Materials Kit
 _____ School/Grade Header Sheet
 _____ Blank Pre-ID Labels

English Language Arts

_____ Test Booklet
 _____ Test Booklet: Braille
 _____ Test Booklet: Larger Print
 _____ Answer Folder
 _____ Listening CD (optional)
 _____ Listening Audiotape (optional)
 _____ Listening Videotape (optional)

Science

_____ Test Booklet
 Form Number _____
 _____ Test Booklet: CD
 _____ Test Booklet: Audiotape
 _____ Test Booklet: Braille
 _____ Test Booklet: Larger Print
 _____ Answer Folder

Mathematics

_____ Test Booklet
 Form Number _____
 _____ Overlay
 _____ Ruler: Braille
 _____ Ruler: Larger Print
 _____ Protractor: Braille
 _____ Protractor: Larger Print
 _____ Test Booklet: CD
 _____ Test Booklet: Audiotape
 _____ Test Booklet: Braille
 _____ Test Booklet: Larger Print
 _____ Answer Folder

Social Studies

_____ Test Booklet
 Form Number _____
 _____ Test Booklet: CD
 _____ Test Booklet: Audiotape
 _____ Test Booklet: Braille
 _____ Test Booklet: Larger Print
 _____ Answer Folder

PLEASE INDICATE WHICH FORM NUMBERS ARE NEEDED FOR ANY TEST BOOKLETS REQUESTED IN MATH, SCIENCE, OR SOCIAL STUDIES.

District Code _____

District Name _____

Building Code _____

Building Name _____

Phone _____

Requested By _____

Testing Accommodations

The Office of Educational Assessment and Accountability provides a list of standard and nonstandard MEAP testing accommodations for students with disabilities or for students with limited English proficiency.

In general, the determination for the use of standard or nonstandard testing accommodation must be documented in the student's school records. For students with disabilities, documentation usually consists of a Section 504 Plan or an Individualized Education Plan. The documentation must be specific for each content area administered.

In addition, expanded accommodations have been approved for students with limited English proficiency. The expanded accommodations were developed in consultation with districts, schools, and practitioners in the education of children with limited English skills. A district administrator, in consultation with the classroom teacher, usually makes the decision about appropriate accommodations for students with limited English proficiency. Districts with large LEP populations may have a coordinator or specialist at the administrative level assigned this responsibility. In districts with small populations the decision is often the responsibility of the classroom teacher and the district MEAP coordinator. The decision is not whether or not to test a child; it is which accommodation is most appropriate for the child.

During Spring 2005 MEAP testing, the mathematics, science and social studies tests will have more than one form administered in order to maximize the number of embedded pilot items administered across the state. Please note that all of the accommodated versions of these tests (Braille, larger-print, and audio) will be produced using form 1 for each content area. Each student taking an accommodated version of a test must also have a regular print copy of a form 1 test booklet to use while testing unless there is a total loss of vision. Accommodated versions of the tests will be shipped with a form 1 test booklet for the content area being assessed.

NOTE: Standard assessment accommodations are ones that do not change the construct that the assessment is measuring and do provide a valid score. Nonstandard accommodations do change the construct that the assessment is measuring, rendering scores that are not valid and ineligible for the Michigan Merit Award. In addition, students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates.

Policy on Standard and Nonstandard Accommodations

Resolution 2001-02 establishes standard assessment accommodations for purposes of the Michigan Merit Award. The complete resolution is available on the Michigan Merit Award Web site (www.michigan.gov/meritaward), by clicking on "About Michigan Merit Award," select "Board Resolutions," and click on "Resolution 2001-02."

Standard Accommodations

The following test accommodations will be considered "standard accommodations" for Michigan Merit Award purposes:

Accommodations appropriate for students with limited English proficiency (as well as students with a disability) are noted with a diamond (◆). Items marked with a bullet (●) are only available to students with disabilities.

Scheduling

- ◆ Provision of additional testing time
- ◆ Allowance of frequent or extended supervised breaks
- ◆ Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional

Location

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- ◆ Administration of test in an ESL or special education classroom
- Provision for individual test administration (supervised)
- Provision for special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration
- Provision of special acoustics
- ◆ Provisions for test administration in a small group setting
- Provision of soft, calming music to minimize distractions

Assistance with Test Directions

- ◆ Reading all directions to the student in English or in the student's native language, provided that the student is receiving native language instruction at least part of the time
- Rereading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- ◆ Provision for student restatement of directions in his or her own words
- Use of sign language or oral interpreters for directions and sample items
- ◆ Clarification of directions by asking students to restate them

Assistance during Assessment

- ◆ Administration of test by ESL staff, special education teacher or similarly qualified person
- ◆ Reading of mathematics, social studies, science and writing assessment content and questions to the student in English or in the student's native language, provided that the student is receiving native language instruction, at least part of the time (Note: Reading Parts 2A, 2B, 2C, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading or listening to English. Students who use nonstandard assessment accommodations are NOT counted as being assessed for the calculation of No Child Left Behind participation rates, and are counted as not proficient when calculating Adequate Yearly Progress (AYP).)

- Signing of assessment content and questions to student except for the reading test (Note: Reading Part 2A, 2B, or 2C of the ELA test to a student is a nonstandard accommodation.)
- Use of page-turner
- Recording of student responses (writing or audiotape)
- Placement of teacher/proctor near student

Equipment and Assistive Technology

- Use of talking calculator (mathematics test only)
- User of sign language to indicate student response, except for constructed-response items
- Use of text-talk converter except for the reading and listening tests (Note: Reading Part 2A, 2B, 2C, or 3 of the ELA test to a student is a nonstandard accommodation.)
- Use of visual magnification devices
- Use of auditory amplification devices
- Use of masks, overlays or markers to maintain place
- Use of compact disc player with a CD version of tests except for the reading test (Note: Reading Part 2A, 2B, or 2C of the ELA test to a student is a nonstandard accommodation.)
- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator (mathematics assessments only)
- Use of rulers as provided by Michigan Educational Assessment Program
- Use of pencils adapted in size or grip
- Use of list of formulae as provided by Michigan Educational Assessment Program
- Use of noise buffers
- Use of computer or word processing equipment (spell check, thesaurus and grammar check must be disabled)
- ◆ Use of bilingual word-for-word translation dictionary for LEP students (no dictionaries that define or explain words or terms)
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor (except for writing assessment)
- Use of devices or equipment to secure paper to desk

Test Format

- Use of lined or grid paper for recording answers
- Provision of Braille or larger-print editions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer folder by teacher or proctor

- Use of computer for task presentation
- Communication of test questions by CD except for the reading test (Note: Reading Part 2A, 2B, or 2C of the ELA test to a student is a nonstandard accommodation.)
- Use of scribe for constructed-response items (student must indicate punctuation and spell all key words)
- Permission to accomplish subtests in different order

Nonstandard Accommodations

Accommodations not listed above are considered “nonstandard,” and MEAP test scores accomplished by use of nonstandard accommodations will not be considered eligible scores for Michigan Merit Award purposes. Examples of such nonstandard accommodations would include the following:

- Any accommodation not listed as a standard accommodation that violates the Michigan Merit Award Board’s MEAP Testing Practices
- Use of a calculator on any MEAP assessment other than mathematics assessments
- Use of electronic spell checker, thesaurus or grammar check
- Use of a dictionary, thesaurus or spelling book for mathematics, science, social studies or reading assessments
- The reading or translation of any portion of Part 2A, 2B, 2C, or 3 of the ELA test in English or a student’s native language
- Any test administration not directly supervised by a school district professional

Accommodations not included on the Standard Accommodations list, which in the opinion of school officials, parents, teachers, or other interested parties do not violate the OEAA Assessment and Accountability Practices for Educators policy and do not interfere with the intent of the assessments, may be approved by the Michigan Merit Award executive director, pending review by the Michigan Merit Award Board.

NOTE: During the 2003/2004 school year, a student using a nonstandard assessment accommodation counted as being assessed, but the score would count as not proficient when calculating Adequate Yearly Progress (AYP). Starting with the 2004/2005 school year, the U.S. Department of Education has indicated to states that if a student uses a nonstandard assessment accommodation, the student’s score will NOT count as assessed when calculating the No Child Left Behind (NCLB) participation rates.

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, it is highly recommended that districts may want to check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the new consequence of using nonstandard assessment accommodations, the IEP Team may need to review using them. Remember, this is an IEP Team decision and if there needs to be a change in what is stated in the IEP, the IEP Team will need to reconvene to make that determination.

- ◆ Accommodation may be used as appropriate for LEP students.

Audio Versions of the Tests

Only students whose physical, sensory, or perceptual disabilities prevent them from accessing printed materials may use audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP tests. There is no audio version of Part 1: Writing of the English language arts (ELA) test, as the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA tests.

If additional audio versions of the tests are needed, the district MEAP coordinator must use the Additional Materials Request Form on page 11 to order audio versions of the tests.

The following instructions are to be used when administering audio versions of the tests:

- The tests must be administered to each student individually, using equipment with a headset and counter, if available.
- Students using the audio versions must have a printed copy of a form 1 test booklet (regular print, Braille, or larger-print) while they are taking the test, unless the student has a total loss of vision. Make sure students indicate the form number on their answer folders as noted in the test directions.
NOTE: Make sure students indicate form 1 on their answer folders as noted in the test directions.
- Students may be assisted in playing the audio version, if necessary, but may not be given any help with test items.
- Students who use the audio versions must use standard Spring 2005 answer folders, but may be given one of the following options:
 - a) gridding their own answer folders,
 - b) marking answers in their test booklets and having a school staff member transcribe the answers into the answer folders,
 - c) indicating their responses to a school staff member who will grid the answer folders.
 - d) Braille their responses and have a qualified school staff member transcribe the answers into the answer folders.
- The test administrator must read the test directions from this *MEAP Test Administrator Manual* to the student. Test directions are also included at the beginning of each audio version, but should be presented by the test administrator first so any questions the student has can be addressed.
- Students should set their audio equipment counters to “0” at the start of each test and should be encouraged to write the counter number in their test booklet whenever there is a question they wish to reconsider later in the testing session.
- The CD Audio Test contains item-by-item CD tracking. Any instructions or test item scenario information is included on the track for the subsequent item. For example, Track 1 contains all test information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.
- Answer folders for students who used the audio versions of the tests must be packaged and returned with the rest of the answer folders.
- Audio versions of the tests are secure materials that must be returned at the end of the testing window. No copies of these materials should be made, downloaded or retained.

Scribes, Tape Recorders, and Brailers

Dictating responses to a scribe or into a tape recorder is acceptable. Students using one of these accommodations are to include specific instructions about punctuation for the writing test. Also, the use of a Braille writer is acceptable.

If a student uses a tape recorder, scribe, or Brailier as an accommodation, a member of the school staff must transcribe his or her response into an answer folder. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response. For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" circle on their answer folder(s). Grid the "Other" circle on the student answer folder(s) to indicate the student used a tape recorder or scribe as an accommodation. Print the accommodation used on the line provided.

Word Processors

The use of word processors is only permitted for students with disabilities who need that accommodation as defined in the IEP, Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts test assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" circle on the student answer folder(s) to indicate the student used a word processor as an accommodation. Print the accommodation used on the line provided.

Word-processed answers do **not** need to be transcribed into an answer folder by school staff. Each word-processed page must be printed and identified with student and test identification information (student name and birth date; student MEAP Internal Tracking (MIT) number; school and district codes and names; testing window, grade, and subject), and inserted into an answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder.

All answer folders containing word-processed inserts must be shipped in an envelope or box using the bright orange label that is marked "Special Handling/Word Processed." This label is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.

Rapid Onset of a Medical Disability

Prior to MEAP testing, a student may have rapid onset of a medical disability that warrants a MEAP test accommodation. For example,

- A few days prior to testing, a student has broken his or her arm. He or she may need an accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or in the hospital. The student may need to take the test at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, MEAP asks the school's principal or guidance counselor to document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student answer folder.

Test Administration Guidelines

The purpose of the MEAP tests is to accurately measure student achievement in English language arts, mathematics, science, and social studies. To accomplish this purpose, school personnel administering the tests play a crucial role. Test administrators can minimize problems that interfere with testing students by addressing the following guidelines:

- Maintain the security of all testing materials before and after testing, and between testing sessions;
- Administer the tests in a manner consistent with established testing procedures;
- Establish testing conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional);
- Review student information completed on answer folders and the New Student Registration Form (if used) for accuracy;
- Communicate with the district MEAP coordinator if questions arise.

Test Security

Test booklets (including Braille, larger-print, and audio versions) are secure materials that must be carefully monitored **MEAP test booklets and student answer folders are secure documents and may no longer be copied or retained in schools. They must be kept in locked storage both before and after testing. No person, other than students to be tested, shall be allowed to review or take the test.**

Two MEAP Test Security Compliance Forms are included on pages 49 and 51 in this manual. Form B is to be signed by each building MEAP coordinator and is to be kept on file by the district MEAP coordinator. Form C is to be signed by each MEAP test administrator and proctor and is to be kept on file by the district MEAP coordinator.

Leaving the Room During Testing

Students may be allowed to go to the restroom during testing, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time. Collect the test booklet and answer folder from the student upon leaving and redistribute them to the student upon returning. ***Test administrators must not leave a testing room unsupervised at any time.***

Monitoring Test Administration

District and/or building MEAP coordinators should monitor testing sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are student questions about the directions being answered before a testing session begins?
- Are test administrators only answering questions about test directions and not about specific items?

Assessment administrators and proctors are responsible for monitoring student activities during testing to make sure students are progressing through the tests and are not confused about directions. During the assessment, make sure to:

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.
- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the assessment administration manual.
- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- Monitor the assessment sessions by moving throughout the assessment room.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer folder versus test booklet)?
- Are students marking their responses in the correct section of the answer folder?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the test? Students may underline, highlight or write notes in their test booklets only. Remind them of the importance of the test results.
- Are any students distracting others? If so, they should be moved to a separate testing room.
- Are students working in the correct section of the test booklet? Students are not permitted to return to previously-administered sections of a test after a testing session is complete. Students may *not* revisit test answers *for any reason* after test booklets and answer folders have been collected.

Administrative Errors in Testing and Unethical Practices

The “Unethical Practice” bubble on student answer folders is to be used to identify students who engage in an unethical practice. On November 9, 2004, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA Web site (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the Web site and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences. Inappropriate and unethical student assessment practices include any of the following instances:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copy another student’s answers, or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the assessment administration manual.
- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use prohibited calculator, communication, or information storage device (i.e., pager, cell phone, PDA, etc.).
- Engage in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student’s answer folder by filling in the “Unethical Practice” bubble. The Assessment Administrator is to immediately notify the building assessment coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if an unethical practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Merit Award purposes. Adequate Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered “not tested” for AYP purposes.

New Student Registration Forms, Student Labels, and Student Answer Folders

Every student taking a MEAP test will have a separate answer folder for English language arts (ELA), mathematics, science, and social studies. Answer folders will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate overage to accommodate any late registrants. Students who have no preprinted label or answer folder will need to provide registration information using the online registration process or the New Student Registration Form – Side 2. Contact your district MEAP coordinator if you need to do online registration.

New Student Registration Form – Side 2 – Alpha Grid

If online registration is not available, please read Side 1 of the New Student Registration Form and then continue on to Side 2 to complete a student's registration using the alpha grid.

Clearly print the student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of the form. Fill in and darken the appropriate circles for the student's name (last, first, and middle initial), birth date, ethnicity, grade and gender.

A separate New Student Registration Form must be completed and inserted into the answer folder for **each** subject.

Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15.) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native*** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins.

School Use Only – Building Code

It is very important to fill in and darken the circles for the **building code** accurately. If this information is inaccurate or blank, the student's results cannot be returned to the proper district/school. A test administrator can obtain the correct building code by contacting the district MEAP coordinator or by accessing the Center for Educational Performance and Information (CEPI) School Code Master Web site <http://cepi.state.mi.us/scm/> and following the steps listed.

The “*MEAP Use Only*” is to be used only as instructed under special notice by the MEAP Office.

In the “*School Use Only*” box at the bottom of the page, mark all that apply of the following classifications:

1. ***Economically Disadvantaged (ED)*** – a student from a low-income family defined as eligible by the income guidelines for free and reduced-price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)
2. ***Limited English Proficient (LEP)*** – The term “limited English proficient,” when used with respect to an individual, means an individual
 - (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
3. ***Migratory Status (MS)*** – a student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.
4. ***Special Education (SE)*** – a student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Student Answer Folders

It is very important that students are using the answer folder that corresponds to the test being administered.

There are several boxes on student answer folders with “*School Use Only*” coding. Schools must make the decision as to whether these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?
- c. Do students in nongraded classrooms score differently from students in “conventional” classrooms?

The following three important points should be considered before deciding to use research codes:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer folder (one response in the Report I column and one response in the Report II column).
- b. Coding information must be provided to building MEAP coordinators and test administrators if students are to code their own answer folders.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Accommodations

This accommodations section of the “*School Use Only*” area on student answer folders is used to identify the accommodation as required by the No Child Left Behind Act of 2001.

The English language arts answer folders provide the opportunity to identify specific accommodations used for students on different parts of the ELA test. Answer folders for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the test for use with special education students. Mark all that apply.

Special Education (Sp. Ed.) Braille – a student who has used the Braille edition of the test.

Special Education (Sp. Ed.) Large Print – a student who has used the large print edition of the test.

Special Education (Sp. Ed.) Audio – a student who has used the audio version of the test. There is no audio version of the English language arts test.

Limited English Proficient (LEP) - Test Read in English – a student who is limited English proficient and has the entire test read to them in English. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time. (NOTE: Reading Part 2A, 2B, 2C, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading in, or listening to, English.)

Limited English Proficient (LEP) - Test Read in Native Language – a student who is limited English proficient and has the entire appropriate tests (mathematics, science, social studies or writing portion of the ELA test) read to them in their native language. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time. (NOTE: Reading Part 2A, 2B, 2C, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading in, or listening to, English.)

Limited English Proficient (LEP) - Directions Read in Native Language – a student who is limited English proficient and has the test directions read to them in their native language. In order to be eligible for this accommodation, students must be receiving classroom instruction in their native language at least part of the time.

Other – a student who is given any other standard accommodation (use of a tape recorder, scribe, or word processor) as listed in the Policy on Standard and Nonstandard Accommodation. This includes reading the test to special education and Section 504 students, as per their IEP. (See Testing Accommodations beginning on page 13).

Nonstandard – any student who receives a nonstandard accommodation on the test must have this circle filled in on their answer folder. (See Testing Accommodations beginning on page 13).

Report Codes have been included in the box marked “*School Use Only*.” Schools must make the decision as to whether these circles are completed, using the following guidelines. Mark all that apply.

Not Tested – Absent – a student enrolled in the school but who was absent during the testing window and was not able to participate in the MEAP testing.

Home Schooled – If a tested student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP tests, but may test during the district’s testing window. Home-schooled students should contact their local school district for testing information. Public school districts are required to administer the MEAP tests to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP) – a student is designated as formerly LEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Unethical Practice – See definition for use of the “Unethical Practice” bubble on page 21 of this manual.

LEP Student's Native Language – The next four circles (E, F, G, and H) are for use with students of limited English proficiency (LEP). If the student's native language is Spanish, Arabic or Chaldean, please fill in the appropriate circle. If the student's native language is not listed, please fill in the circle (H) and print the language in the space provided.

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Less Than a Full Academic Year – This should be bubbled in for a student that has not been enrolled in the school building for the two most recent semi-annual official count days (fall 2004 and February 2005).*

Note: The designation of “full academic year” is used to determine scores that are included in a building's student achievement data used for Adequate Yearly Progress (AYP) and Education YES! accountability systems.

Michigan's definition of a full academic year is based on the two semi-annual student count days, as provided in the State School Aid Act. Count days are the fourth Wednesday in September and the second Wednesday in February.

*For students in their first year at a school building due to the grades served, such as a 5th grade student in a 5–8 middle school, students are considered as being there a full academic year if the student was enrolled in another school in the same school district for the previous year – in this case 4th grade.

Class/Group No. – The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your MEAP coordinator for your class/group number.

Test Date – Students are given instructions to fill in the test date at the time of testing. If a test is administered over more than one day, the first date the subject area test was administered should be completed.

Form – Students are given instructions to fill in the form number from the front of their test booklet at the time of testing.

Test Administrator Directions: HST in English Language Arts (ELA)

This *MEAP Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors ***may not give help of any kind*** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in test scores being invalidated.

Materials

Test Administrator

- HST in ELA Test Booklet
- HST in ELA Answer Folder
- MEAP Test Administrator Manual
- Dictionaries, thesauri, grammar books, and spelling books*
- One VCR, CD player, or audiotape player for Part 3: Listening selection only

Student

- HST in ELA Test Booklet
- HST in ELA Answer Folder
- Number 2 Pencil
- Dictionary, thesaurus, grammar book, spelling book (optional)
- Pen with blue or black ink (optional)

Test booklets are secure materials that must be carefully monitored. These materials must be kept in ***locked*** storage while in schools. Students may underline, highlight or write notes in their test booklets. **No scrap paper or additional sheets of paper may be used.**

*Students may use dictionaries or other reference materials during **Part 1: Writing (Sessions 1 and 2)**, but **NOT** for any other parts of the test.

Test Length

This test is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each session of this test. The following are approximate times needed for each test session:

Part 1: Writing

Session 1: Writing from Knowledge and Experience 80 minutes (approximately)
Polished response to a given theme

Session 2: Reporting and Reflecting 35–45 minutes (approximately)
(No portfolio pieces required)

Part 2: Reading (2A, 2B, and 2C) 80 minutes (approximately)

Part 3: Listening for Understanding** 25 minutes (approximately)

**Local districts were given the option of administering the listening portion.

The parts of the test must be administered in the order given in this manual. Retesters who need only a writing (Part 1, both sessions) or reading (Parts 2A, 2B, and 2C) score for Merit Award purposes may take only the portion they need.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud *exactly as they are written*. (The italicized instructions to the test administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Approximately 10 minutes should be scheduled prior to testing to complete the New Student Registration Form for any student who does not have a preprinted label or answer folder. See page 22 for instructions on completing this form. A separate form must be placed in the student's answer folder for each subject. Additional time is necessary to distribute materials and read directions.

Part 1: Writing**Session 1: Writing from Knowledge and Experience**

Distribute an English Language Arts test booklet and answer folder to every student. **No additional sheets may be used for any part of this test.**

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

Make sure you have the Spring 2005 test booklet for the HST in English Language Arts. Write your name on the cover of the test booklet in the upper right-hand corner using a number 2 pencil.

Please look at your Spring 2005 Answer Folder for the HST in English Language Arts. In the upper left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

If a student has used a New Student Registration Form, there will not be a student name on the answer folder. Please make sure each student has his or her own answer folder before testing begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank answer folder. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer folder. Print your name (no nicknames) on the first line. Print your teacher's name _____ on the second line. Next to the word "School," print _____ (the school name). Next to the word "District," print _____ (the district name).

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: Also on page 1, there is a box entitled "Test Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

Inform students of the correct date (which is the first date the test is administered) and assist them in filling in the circles.

SAY: This test is designed to measure your writing ability in two separate sessions. The writing from the two sessions will be scored independently of one another. It is important that you do your best.

During this test, I can help you understand the directions, but I cannot give you any help on test items. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

Now, listen carefully as I read the directions to you.

Open the HST in English Language Arts test booklet to page 1. Read the directions silently while I read them aloud.

Read all of pages 1 and 2 aloud from a student test booklet.

After approximately 80 minutes, or when you think most students have had sufficient time to copy their final responses into their answer folders,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on page 42.

Part 1: Writing

Session 2 – Reporting and Reflecting (on a given prompt – no portfolio pieces)

If necessary, redistribute the students’ English Language Arts test booklets and answer folders. No additional sheets may be used for any part of this test.

SAY: We are now ready to begin. Please give me your attention.

Make sure you have your own test booklet, answer folder and a number 2 pencil or pen.

Session 2 of the writing test requires you to think critically and report and/or reflect on a piece of writing from a high school student.

Turn to page 10 in your test booklet. Read the directions silently while I read them aloud.

Read all of page 10 aloud from a student test booklet.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

You may begin.

After approximately 35–45 minutes, or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions for “Ending a Testing Session” on page 42.

Part 2: Reading

Redistribute the students’ English Language Arts test booklets and answer folders. Remind students to put away all other materials. Dictionaries and other reference materials may **not** be used during this part of the test.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

Make sure you have your own Spring 2005 test booklet for the HST in English Language Arts.

Turn to page 9 of your Answer Folder, which is the beginning of Part 2A: Reading for Understanding.

Open your test booklet to page 17. Follow along in your test booklet as I read the directions to you.

The only materials you should have for the remainder of the test are your own test booklet, your Answer Folder, and a pencil. You may not use any resource materials. Put away all dictionaries, grammar books, and spelling books, if you have not already done so.

In Part 2A, you will be reading two selections. Each selection is followed by nine multiple-choice questions. Then you will answer seven multiple-choice questions that will ask you to think about both of the selections. All answers for Part 2A must be marked on page 9 of your Answer Folder.

At the end of the Part 2A multiple-choice questions, continue on with Part 2B, the Response to the Paired Reading Selections. A checklist to help you with your Response to the Paired Reading Selections is included on page 34. The scoring guide that will be used to score your response is included on page 35 of your test booklet. Your entire Response to the Paired Reading Selections must be entered into your Answer Folder starting on page 10.

You must support your answer with examples from both of the reading selections to be considered for full credit. You must also show a connection across the two selections.

When you complete the Response to the Paired Reading Selections, continue on with Part 2C. In Part 2C, you will be reading an independent selection and answering the nine multiple-choice questions that follow. All answers for Part 2C must be marked on page 12 of your Answer Folder.

You may underline, highlight, or write notes in your test booklet to help you, but you must mark all of your answers in your Answer Folder.

You will have as much time as you need to read the reading selections and to answer the questions that follow. You may look back at the selections at any time.

Please raise your hand if you do not understand the directions to this part of the test. You may now begin.

After approximately 80 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on page 42.

Part 3: Listening for Understanding

Listening equipment (one VCR, CD or audiotape player per testing session or classroom) and the tapes or CDs should be tried out before the testing session begins.

Redistribute all test booklets and answer folders.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

Make sure you have your own test booklet, answer folder, and a number 2 pencil.

Turn to page 12 of your answer folder. Mark your answers to the 10 multiple-choice questions for Part 3: Listening for Understanding at the bottom of this page.

Open your test booklet to page 43. Read the directions silently as I read them aloud.

Read the directions from page 43 of a student test booklet aloud to the students. This page contains information about the theme and the listening portion of the test.

SAY: Please raise your hand if you do not understand the directions for this part of the test.

Play the tape or CD to the students twice. The complete listening text is included on each side of the audiotape.

SAY: Turn to page 46 of your test booklet. You may now begin.

After approximately 25 minutes, or when all or most of the students have completed answering the listening questions,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on page 42.

Test Administrator Directions: HST in Mathematics

This *MEAP Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in test scores being invalidated.

Materials

Test Administrator

- HST in Mathematics Test Booklet
- HST in Mathematics Answer Folder
- MEAP Test Administrator Manual
- Calculators for Student Use (optional)
- Overlay Sheet

Student

- HST in Mathematics Test Booklet
- HST in Mathematics Answer Folder
- Number 2 Pencil
- Calculator (optional)
- Overlay Sheet

Test booklets are secure materials that must be carefully monitored and kept in **locked** storage while in schools. Students may **not** use dictionaries or other reference materials during this test. Students may **not** use scratch paper, pens, or other devices not listed above unless specified for student accommodation. Students may underline, highlight or write notes only in their test booklets. No additional sheets may be used.

Test Length

This test is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this test. Following are the times needed for each test session:

Part 1	50–60 minutes (approximately)
Part 2	50–60 minutes (approximately)

Approximately 10 minutes should be scheduled prior to testing to complete the New Student Registration Form for any student who does not have a preprinted label or answer folder. See page 22 for instructions on completing this form. This form must be placed in each student's answer folder for each subject. Additional time is necessary to distribute materials and read directions.

Directions

Passages printed in boldface and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (The italicized instructions to the test administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions, and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Part 1: HST in Mathematics

Distribute all test materials including overlays to students. Reference sheets are printed in the test booklet on pages 3–4, and can be removed by the students for use during testing. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during this test. Students may use their own calculators on all parts of this test, but may **not** share calculators with one another.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

Make sure that you have the Spring 2005 Test Booklet for the HST in Mathematics. Write your name on the cover of the test booklet in the upper right-hand corner.

Please look at your Spring 2005 Answer Folder for the HST in Mathematics. In the upper left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

If a student has used a New Student Registration Form, there will not be a student name on the answer folder. Please make sure each student has his or her own answer folder before testing begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank answer folder. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer folder. Print your name (no nicknames) on the first line. Print your teacher's name _____ on the second line. Next to the word "School," print _____ (the school name). Next to the word "District," print _____ (the district name).

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: Also on page 1, there is a box entitled "Test Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

Inform students of the correct date (which is the first date the test is administered) and assist them with filling in the circles.

SAY: Now find the box to the right, entitled “Form.” Look at the front cover of your TEST BOOKLET. In the upper left-hand corner, next to where you wrote your name, you will see the word “form” and a number. In the “Form” box on your answer folder, please fill in the circle with the number of the form found on the front cover of your test booklet.

Assist students in finding the form number on the front of their test booklets and in filling in the correct circle.

SAY: Page 1 of the mathematics answer folder also contains several fields that have been added to collect information for the Michigan Merit Award.

The Michigan Merit Award Office would like to be able to notify Michigan post secondary schools of students’ potential interest in attending their school following graduation. This allows them to prepare award notifications in a timely manner. Your actual scores will not be given to colleges. Only your eligibility for a Merit Award will be indicated.

In the box entitled “Post Secondary School Choices,” please indicate, if you can, up to four schools that you have interest in attending.

Use the four-digit code of the school or schools from the list “Codes for Michigan Post Secondary Schools” on pages 1 and 2 of your test booklet. Print the four-digit code(s) in the boxes provided. Fill in the corresponding circles.

Near the end of the list there are codes to indicate that you: (1) may want to attend a vocational/technical school not on the list or (2) you may attend a school or college outside of Michigan. If you are undecided about your choice of a post secondary school, just leave the box blank.

Give students time to complete the above information.

SAY: Now find the box marked EXPECTED DATE OF GRADUATION. In the columns, print the month abbreviation and the year you expect to graduate. Fill in the corresponding circles.

Give students time to complete the above information.

SAY: Turn to page 5 of the test booklet. Read the directions silently, as I read them aloud.

Read all of pages 5 and 6 from a student test booklet aloud to the students.

SAY: You may use the overlay and a calculator on any part of this test. For the constructed-response items, you must write your entire response in the answer folder. No additional sheets may be used.

You may now begin.

After approximately 50–60 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

If you are *not* going to administer another section of this test at this time, follow the instructions under “Ending a Testing Session” on page 42.

Part 2: HST in Mathematics

If necessary, redistribute all test materials to students. Students may use their own calculators, but may **not** share calculators with one another.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing. Calculators with a QWERTY style keyboard are not permitted. Calculators built into cellular phones or other wireless communication devices or that can communicate wirelessly with other calculators are not permitted. You may not share calculators. Calculators that can make noise must have the sound feature turned off. Calculators that have paper tape must have the tape removed. Calculators with power cords must have the cord removed.

You are now going to take Part 2 of the MEAP Mathematics test. Make sure you have your own test booklet, answer folder, and a number 2 pencil.

Turn to page 4 of your answer folder, which is the beginning of Part 2: Mathematics.

Open your test booklet to page 21. Read the directions silently as I read them aloud.

Read all of page 21 from a student test booklet aloud to the students.

SAY: You may use the overlay and a calculator on any part of this test. For the constructed-response items, you must write your entire response in the answer folder. No additional sheets may be used.

You may now turn the page and begin.

After approximately 50–60 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on page 42.

Test Administrator Directions: HST in Science

This *MEAP Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors ***may not give help of any kind*** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in test scores being invalidated.

Materials

Test Administrator

- HST in Science Test Booklet
- HST in Science Answer Folder
- MEAP Test Administrator Manual

Student

- HST in Science Test Booklet
- HST in Science Answer Folder
- Number 2 Pencil

Test booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials during the test. Students may not use scratch paper while taking this test. Students may not use additional paper to write answers for test items. Students may underline, highlight, or write notes in their test booklets only.

Test Length

This test is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this test. The following is an approximate time needed for the science test:

HST in Science 90–105 minutes (approximately)

Approximately 10 minutes should be scheduled prior to testing to complete the New Student Registration Form for any student who does not have a preprinted label or answer folder. See page 22 for instructions on completing this form. A separate form must be placed in each student's answer folder for each subject. Additional time is necessary to distribute materials and read directions.

Directions

Passages printed in boldface and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. (The italicized instructions to the test administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions, and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

HST in Science

Distribute all test materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may **not** be used during this test.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

Make sure that you have the Spring 2005 Test Booklet for the HST in Science. Write your name on the cover of the test booklet in the upper right-hand corner.

Please look at your Spring 2005 Answer Folder for the HST in Science. In the upper left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

If a student has used a New Student Registration Form, there will not be a student name on the answer folder. Please make sure each student has his or her own answer folder before testing begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank answer folder. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer folder. Print your name on the first line (no nicknames). Print your teacher's name _____ on the second line. Next to the word "School," print _____ (the school name). Next to the word "District," print _____ (the district name).

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: Also on page 1, there is a box entitled "Test Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

Inform students of the correct date (which is the first date the test is administered) and assist them with filling in the circles.

SAY: Now find the box to the right, entitled "Form." Look at the front cover of your TEST BOOKLET. In the upper left-hand corner, next to where you wrote your name, you will see the word "form" and a number. In the "Form" box on your answer folder, please fill in the circle with the number of the form found on the front cover of your test booklet.

Assist students in finding the form number on the front of their test booklets and in filling in the correct circle.

SAY: Now, listen carefully as I read the directions to you.

During this test, I can help you understand the directions, but I cannot give you any help on test items. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

Turn to page 1 in your test booklet. Read the directions silently as I read them aloud.

Read all of page 1 from a student test booklet out loud to the students.

SAY: You may turn the page and begin.

After approximately 90–105 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on page 42.

Test Administrator Directions: HST in Social Studies

This *MEAP Test Administrator Manual* contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering the test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors ***may not give help of any kind*** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students, except where specifically indicated in the directions. These activities are inappropriate and will result in test scores being invalidated.

Materials

Test Administrator

- HST in Social Studies Test Booklet
- HST in Social Studies Answer Folder
- MEAP Test Administrator Manual

Student

- HST in Social Studies Test Booklet
- HST in Social Studies Answer Folder
- Number 2 Pencil

Test booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools. Students may ***not*** use dictionaries or other reference materials during this test. No scrap paper or additional sheets of paper may be used. Students may underline, highlight, or write notes in their test booklets only.

Test Length

This test is untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of this test. The following are approximate times needed for each test session:

Part 1	45–55 minutes (approximately)
Part 2	45–55 minutes (approximately)

Approximately 10 minutes should be scheduled prior to testing to complete the New Student Registration Form for any student who does not have a preprinted label or answer folder. See page 22 for instructions on completing the form. A separate form must be placed in each student's answer folder for each subject. Additional time is necessary to distribute materials and read directions.

Directions

Passages printed in boldface and preceded by the word ***SAY*** are instructions to students and are to be read aloud ***exactly as they are written***. (The italicized instructions to the test administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions, and answer questions as necessary. When referring to a new document or a particular area on a document, hold the item up and point to the proper area to help students find their place.

Part 1: HST in Social Studies

Distribute test materials to each student. Remind students to put away all other materials, including dictionaries and other reference materials that may *not* be used during this test. There is sufficient space in the answer folder for students to provide a complete and correct response. No additional sheets may be used.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

Make sure that you have the Spring 2005 Test Booklet for the HST in Social Studies. Write your name on the cover of the test booklet in the upper right-hand corner using a number 2 pencil. You may not use a dictionary, thesaurus, grammar/spelling book or calculator on this test.

Please look at your Spring 2005 Answer Folder for the HST in Social Studies. In the upper left-hand corner is a barcode label. Raise your hand if your name does not appear on this label.

If a student has used a New Student Registration Form, there will not be a student name on the answer folder. Please make sure each student has his or her own answer folder before testing begins. If the student's name is misspelled, corrections can be made at a later date on the MEAP Web site. The problem may have to be corrected by giving the student a blank answer folder. Immediately notify the building MEAP coordinator who can help you resolve this problem after testing is completed. Test administration may proceed.

SAY: Look at the top of your answer folder. Print your name on the first line (no nicknames). Print your teacher's name _____ on the second line. Next to the word "School," print _____ (the school name). Next to the word "District," print _____ (the district name).

Instruct students to give the full name of the teacher, district and school (do not use abbreviations). Give students time to complete this information.

SAY: On page 1, there is a box entitled "Test Date." Please write in today's date and fill in the corresponding circles using a number 2 pencil. The first column is for the month. The next two spaces are for today's date. The year is already provided.

Inform students of the correct date (which is the first date the test is administered) and assist them with filling in the circles.

SAY: Now find the box to the right, entitled "Form." Look at the front cover of your TEST BOOKLET. In the upper left-hand corner, next to where you wrote your name, you will see the word "form" and a number. In the "Form" box on your answer folder, please fill in the circle with the number of the form found on the front cover of your test booklet.

Assist students in finding the form number on the front of their test booklets and in filling in the correct circle.

SAY: During this test, I can help you understand the directions, but I cannot give you any help on test items. Except for the directions, I cannot define or pronounce words or read any part of the test to you.

Turn to page 1 in your test booklet. Read the directions silently as I read them aloud.

Read all of page 1 from a student test booklet aloud to the students.

SAY: Please raise your hand if you have any questions.

You may turn the page and begin.

After approximately 45–55 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

If you are *not* going to administer another part of the test at this time, follow the instructions under “Ending a Testing Session” on the following page.

Part 2: HST in Social Studies

If any students were absent during the first testing session, allow them to take Part 2 first. They may make up Part 1 after completing Part 2. Students for whom there is no preprinted label or answer folder must complete the New Student Registration Form, the student identification information on their answer folders, and write their names on the cover of their test booklets.

If necessary, redistribute test materials to students. There is sufficient space in the answer folder for students to provide a complete and correct response. No additional sheets may be used.

SAY: During MEAP testing, you must turn off and put away all electronic communication devices, including cell phones, palm pilots, etc. The only items you should have on your desk or table are the materials necessary for testing.

You are now going to take Part 2 of the MEAP Social Studies test. Make sure you have your own test booklet, answer folder, and a number 2 pencil.

Turn to page 5 of your answer folder, which is the beginning of Part 2: Social Studies.

Open your test booklet to page 17. Read the directions silently as I read them aloud.

Read all of page 17 from a student test booklet out loud to the students.

SAY: Please raise your hand if you have questions. You may turn the page and begin.

After approximately 45–55 minutes or when most or all of the students have completed this portion,

SAY: It is time now to stop. Please put all testing materials down, and close your test booklets and answer folders. Remain quietly in your seats until all materials are collected.

Follow the instructions under “Ending a Testing Session” on the following page.

Ending a Testing Session

All sections of these tests are untimed and student-paced. Students must be given as much time as needed during the same continuous session to complete each section of a test. End a testing session as soon as all students are finished. If only a few students need more time to finish than the rest of the class, a test administrator may collect all testing materials and take those students to another room to immediately finish testing.

Collect all materials from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all materials have been returned.

Test booklets are secure materials that must be carefully monitored. They must be kept in ***locked*** storage while in schools.

If there is another section of the test to administer, return to the directions for that test when ready to begin the next section. If all sections of the test have been administered, follow the instructions on the next page.

Test Administrator Responsibilities After Testing

Before sorting materials, **please note** that an answer folder is considered used if:

- a student has taken all or part of the test; or
 - page one has a student barcode label and has been marked as *Not Tested - Absent*.
1. Ensure that any answer folders requiring a New Student Registration Form have the Form inserted into the answer folder with the shaded triangle visible in the top right-hand corner. Check that the peel-off barcode label for each New Student Registration Form has been affixed to the correct answer folder. Verify that all required student identification fields (Student Name, building code, etc.) have been completed accurately on each New Student Registration Form
 2. Verify that there is only one of each appropriate answer folder for each student. The appropriate answer folders are as follows:

HST in English Language Arts

HST in Mathematics

HST in Science

HST in Social Studies

3. Check answer folders for the following:
 - a. Only answer folders dated Spring 2005 have been used.
 - b. The appropriate form number (if applicable) has been filled in correctly.
 - c. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.
 - d. All optional data fields the district chose to use and all “School Use Only” fields have been completed accurately.
 - e. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer folders.
 - f. No staples, glue, rubber bands, or paper clips have been used on student answer folders.
 - g. No extra paper is attached.
 - h. No answer folders have been disassembled or damaged.
 - i. If a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.
4. If an answer folder is found to have been damaged, or to contain markings by writing utensils that are not allowed, the district MEAP coordinator must be notified. The district coordinator should contact the MEAP Office for assistance.
5. Notify the building MEAP coordinator of any student answer folders that require the bright orange label that is marked “Special Handling/Word Processed.” These labels are for those students who used a word processor as an accommodation.

6. Destroy unused answer folders after carefully making sure they are for students no longer enrolled in the school.
7. If they have not been written on, the mathematics overlays and reference sheets may be kept for use in future classroom activities. Those that have been written on must be destroyed or returned to the building MEAP coordinator.
8. Return *all test booklets* and *all used answer folders* to the building MEAP coordinator as soon as possible after testing.
9. Complete Form C (page 51) and return it to your building MEAP coordinator. Follow your MEAP coordinator's instructions for completing the MEAP School/Grade Header Sheet. (See following page.)

Directions for MEAP School/Grade Header Sheet

The purpose of the MEAP School/Grade Header Sheet is to ensure that all answer folders returned are scored and that districts and schools receive the appropriate reports. The School/Grade Header Sheet is intended to be a helpful tool for both the schools and the scoring contractor in accounting for all answer folders returned for scoring.

School/Grade Header Sheets have the following information preprinted:

District Name, School Name, District Code, and School Code.

Directions for Completing the MEAP School/Grade Header Sheet

- The district MEAP coordinator will determine who is responsible for completing the School/Grade Header Sheet.
- Begin by organizing your used answer folders by subject. You do not need to separate answer folders with preprinted labels from answer folders with New Student Registration Forms.
- Place one MEAP School/Grade Header Sheet on top of each subject's set of answer folders.
- Fill in the bubble for the subject and grade that corresponds to the answer folders under each MEAP School/Grade Header Sheet.
- Write the answer folder count in the spaces provided and fill in the bubbles for that number.
- Sign and date the School/Grade Header Sheet. Make a copy for your records.
- Deliver all sets of answer folders with the School/Grade Header Sheets to the building or district MEAP coordinator.

Refer to the diagram on page 48 for more information on how to organize your answer folders.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2)
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the circles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.
- Fill in the Test Coordinator's name, phone number and date.

CORRECT MARK



INCORRECT MARKS

SCHOOL/GRADE
HEADER SHEET

A School/Grade Header Sheet MUST be completed for each subject and grade tested in the school and returned with the used answer documents according to the instructions in the *Test Administrator Manual*. Verify that the preprinted information on this form is correct for your school. If the preprinted information is not correct or if you have the wrong header sheet, contact your District Test Coordinator. Do NOT make any changes to the preprinted information on this form.

PLEASE PRINT

DISTRICT ABC

District Name

SCHOOL ABC

School Name

DISTRICT CODE

1	2	3	4	5
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

SCHOOL CODE

1	2	3	4	5
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Please be sure the three fields below are completed: Grade, Subject, and Answer Folder Count.

GRADE	
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	HS

SUBJECT	
<input type="radio"/>	ELA
<input type="radio"/>	ELA – Part 1 (Writing) <i>HST Retest only</i>
<input type="radio"/>	ELA – Part 2 (Reading) <i>HST Retest only</i>
<input type="radio"/>	Mathematics
<input type="radio"/>	Science
<input type="radio"/>	Social Studies

ANSWER FOLDER COUNT		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Test Coordinator's
Name (please print) _____

Phone
Number () _____

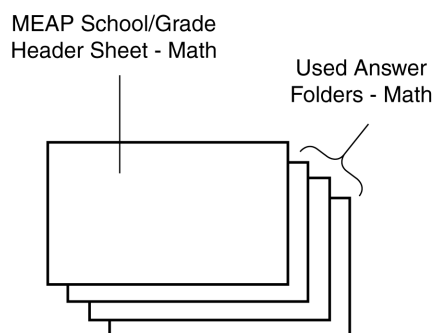
Signature _____

Date _____

Assembling Answer Folders for Return

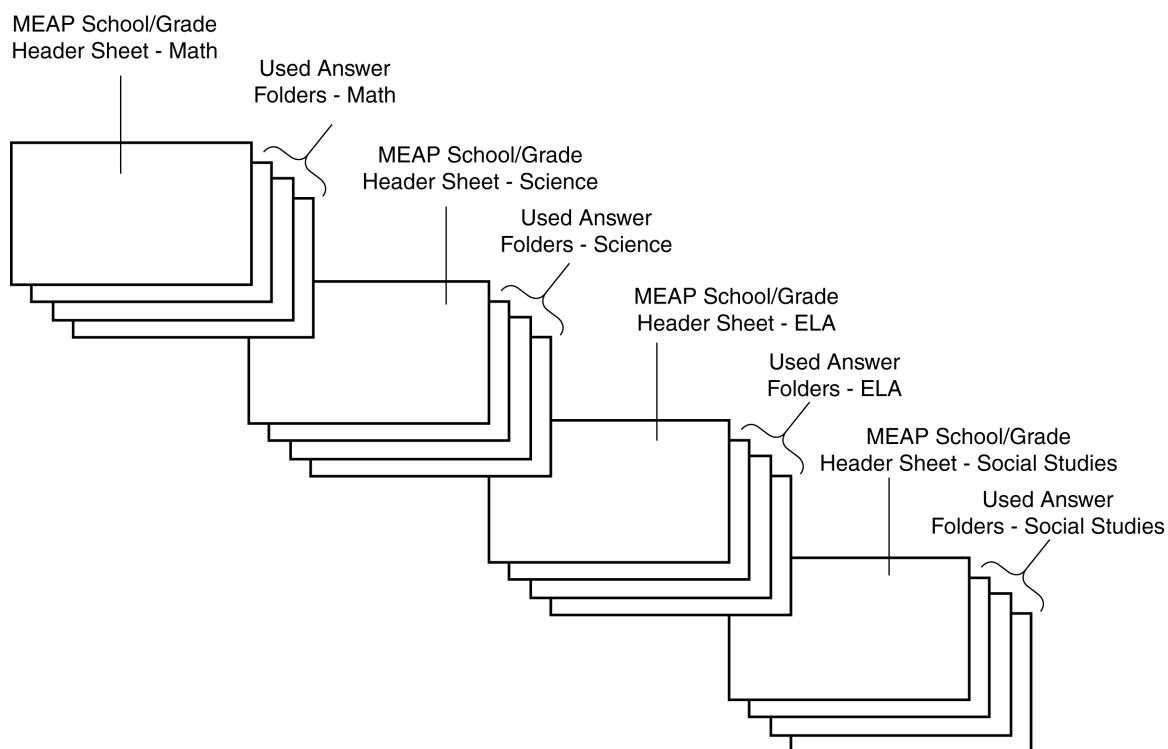
The diagrams below demonstrate how to assemble used answer folders by subject.

For example, assemble your Math Answer Folders as follows:



Continue to assemble used answer folders for each subject.

The diagram below shows how your answer folders will look after all subject areas are assembled.



MEAP TEST SECURITY COMPLIANCE FORM**FORM B****District Name:** _____**School Name:** _____

I hereby acknowledge that I have access to the MEAP testing materials solely for the purpose of administering the MEAP tests. I understand that these materials are highly secure, and that it is my professional responsibility to protect their security as follows:

1. I will not copy any part or portion of the test booklets.
2. I will keep all test materials secure before, during, and after testing in accordance with testing procedures outlined in this manual.
3. I will limit access to test materials by test examinees to the actual testing period.
4. I will not permit students to remove test materials from rooms where the administration of the MEAP test is taking place.
5. I will inform all teachers and/or proctors of the importance of maintaining strict MEAP test security.
6. I will not disclose, or allow to be disclosed, the contents of the test.
7. I will return all test materials to the designated District MEAP Coordinator upon completion of the test.

Principal (signature)_____
Building MEAP Coordinator (signature)_____
Title_____
Title_____
School/Site_____
School/Site_____
Date_____
Date

Form B is to be signed by each building principal and MEAP coordinator and kept on file by the district MEAP coordinator.

MEAP TEST SECURITY COMPLIANCE FORM**FORM C**

School Name: _____

I hereby acknowledge that I have access to the MEAP testing materials solely for the purpose of administering the MEAP tests. I understand that these materials are highly secure, and that it is my professional responsibility to protect their security as follows:

1. I will not copy any part or portion of the test booklets.
2. I will keep all test materials secure before, during, and after testing in accordance with testing procedures outlined in this manual.
3. I will limit access to test materials by test examinees to the actual testing period.
4. I will not disclose, or allow to be disclosed, the contents of the test.
5. I will return all test materials to the designated Building MEAP Coordinator upon completion of the test.

Check one:

☐ Test Administrator

☐ Test Proctor

Signature

School/Site

Date

Form C is to be signed by the MEAP test administrator, as well as all proctors, and kept on file by the district MEAP coordinator.

Student Challenges of Test Items
Clearly identify items being challenged.

Comments Regarding MEAP Test Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:
MEAP
P.O. Box 30008
Lansing, MI 48909
Fax: 517/335-1186



**MEAP Test Administrator Manual
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